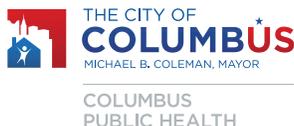


SAFE ROUTES IN THE CLASSROOM

ACTIVITIES FOR GRADES 5 & 6



MAY 2012



ABOUT SAFE ROUTES TO SCHOOL

INTRODUCTION:

The Safe Routes to School (SRTS) program is a collection of community and school-based activities designed to improve the health and well-being of students and the community at large. SRTS offers students, including those students with disabilities, with an opportunity to make walking and bicycling to school safer and more accessible and to increase the number of children who choose to walk and bicycle. On a broader level, SRTS programs can ease traffic congestion near the school and improve air quality and the community's overall quality of life. SRTS also provides primary grade teachers with evidence-based lesson plans that can be used as an adjunct to SRTS activities or as stand alone lessons. The Columbus City Schools iteration of SRTS are consistent and inclusive of National Health Education Standards (NHES).

BACKGROUND:

Childhood obesity is a national health problem that impacts the quality of health for children and youth locally. According to the Center for Disease Control and Prevention (CDC 2012), 17% of the nation's children aged 5-19 are "obese"; the percentage for Ohio children and youth is approximately three times higher than the national average. Although childhood obesity is the results of a set of complex conditions, which are societal, cultural and economic, it occurs when an individual intakes more calories than they expend through movement and physical activity.

All children, regardless of their weight, need continuing education and skill building regarding the benefits of being active, how to be active every day, and the health risks associated with being sedentary. Additionally, all students must have access and opportunities for daily movement and physical activity. Columbus City Schools, recognizing the health and educational impact of student's health status has developed a number of programs and curricular to educate children and their families about the benefits and rewards of healthy weight through good nutrition and simple physical activity, and equips students with pragmatic tools to address health on a personal, familial and community level. One program within Columbus City School's comprehensive strategy is the nationally recognized Safe Routes to School (SRTS) program (<http://publichealth.columbus.gov/safe-routes-to-school.aspx>). Further resources are available through the National Center for Safe Routes to School (www.saferoutesinfo.org).

<<< *Continued on next page* >>>

ABOUT SAFE ROUTES TO SCHOOL, continued

LESSONS:

Columbus City Schools has selected five (5) lessons from the Nebraska SRTS curriculum to be on the Columbus City Schools' teacher website. These lessons correspond to The National Health Education Standards, particularly Standard 6: Students will demonstrate the ability to practice health enhancing behaviors, avoid or reduce risks and advocate for personal, family, and community health. The lessons can be located on the Curriculum Guide website under Health and can be used by K-5 classroom teachers to fulfill the 30 minute weekly health lesson requirement.

NATIONAL HEALTH EDUCATION STANDARDS:

Created in 2007, The National Health Education Standards (www.cancer.org/nationalhealtheducation) were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

ACTIVITY 1

TIME IN A BOTTLE

OBJECTIVES:

- Students will create an imaginative story based on the real-life route between their house and school.
- Students will collect items as “evidence” to substantiate their experiences to classmates.

NATIONAL HEALTH EDUCATION STANDARDS:

- **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

TIME/DURATION: 1 week

MATERIALS:

- A plastic milk jug for each student (students can provide)

INSTRUCTIONS:

1. Instruct students to create a fictional adventure story about biking or walking the route between their house and school.
2. Once they’ve completed their stories, students should spend the rest of the week collecting “evidence” from the route to substantiate the story. For example, if one student writes about having to climb a tree to escape a monster, he could collect leaves and bark from the tree. If a student writes about meeting a talking frog, she could collect pond water and lily pads.
3. Students should assemble all their “evidence” in a clear plastic milk jug. They may also add their own touches such as pictures of story characters, miniature toys that convey an action used in their story, etc. They should use their imagination to make the milk jug as clear a visual conveyance of their story as possible.
4. On the last day of the week, have students bring their milk jugs to the front of the class and present their story.

ACTIVITY 2

COMIC STRIP

OBJECTIVES:

- Students will compose an original story that teaches a lesson about walking/biking safety.
- Students will illustrate the story in comic form.
- Students will present the story to younger students, thereby teaching them about walking/biking safety..

NATIONAL HEALTH EDUCATION STANDARDS:

- **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

TIME/DURATION: 1 hour

MATERIALS:

- A copy of the provided My Comic Strip sheet for each student

INSTRUCTIONS:

1. Print out one comic book sheet for each student.
2. Instruct students to write a 6-frame comic story on a separate sheet of paper. The story should teach a lesson about walking/biking safety.
3. Once their story is complete, they may begin illustrating the story on the comic book page.
4. When the illustrations are complete, assign each student in your class to a student in kindergarten or first grade. Your students should use the comic story they've created to teach a lesson about biking/walking safety to the younger students.

NAME: _____

STUDENT WORKSHEET

MY COMIC STRIP

TITLE: _____
